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ABSTRACT

Various materials are presented to provide guidelines for integrating humanities and travel abroad programs. After noting the long tradition of educational travel and the recent emergence of travel study programs for adult learners, the study-travel program at McHenry County College, a small rural community college in Illinois, is briefly described. The activities and benefits of a popular program which takes art students to Europe are summarized. Next, Inter-Kultur, Off-Campus Studies, a company run by community college faculty to assist faculty in planning educational programs in conjunction with an on-campus course of study, is described in terms of its purpose and off-campus programs. These programs include lectures, special research opportunities, and contacts with people in regions and countries visited. Next a ten-step program for integrating international studies and educational travel abroad is outlined, including the following steps: (1) contact an experienced group for help with planning; (2) designate the faculty coordinator; (3) offer an international studies course; (4) recruit participants; (5) hold informational community seminars; (6) gather instructional materials on the art, history, etc. of the countries to be visited; (7) stress credit; (8) develop an independent study course as a vehicle for awarding credit; (9) hold pre-departure seminars; and (10) evaluate the experience. An international studies course description and outline conclude the collection. (KL)

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INTEGRATING HUMANITIES AND EDUCATIONAL TRAVEL ABROAD PROGRAMS

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JC 810 629

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McHenry County College
Crystal Lake, IL

Paper presented at the Annual Meeting of the Community College Social Science Association, "Innovative Education in a Conservative Era" (11th, Memphis, TN, October 22-24, 1981)

INTEGRATING HUMANITIES AND EDUCATIONAL TRAVEL ABROAD PROGRAMS

THE CONCEPT OF EDUCATIONAL TRAVEL TO ENRICH THE SPIRIT OF YOUNG MEN GOES BACK TO THE GREEKS AND PHOENICIANS. IN MORE RECENT TIMES THE ENGLISH ARISTOCRACY SENT ITS SONS TO THE CONTINENT TO ROUNDOUT THEIR OXBRIDGE EDUCATION BEFORE RETURN TO WORK IN THE "ESTABLISHMENT." MODERN SOCIETIES PUT EMPHASIS ON TRAVEL TO BUILD NATIONAL ECONOMIES. A YOUNG MAN OR WOMAN IN JAPAN OR HOLLAND, TAIWAN OR MEXICO CAN ENHANCE CAREER EARNING POWER THROUGH THE STUDY OF ANOTHER CULTURE AND ITS LANGUAGE. FOR MANY NATIONS THE CONCEPT OF EDUCATIONAL TRAVEL FOR PURE BROADENING OF HORIZONS HAS TAKEN AN ECONOMIC AND PRACTICAL TURN. AMERICAN GRADUATE SHCOOLS AND SENIOR UNIVERSITIES HAVE FOR DECADES OFFERED EDUCATIONAL TRAVEL PROGRAMS RANGING FROM YEAR-LONG STAYS IN ONE COUNTRY TO SHORT-TERM TRIPS TO SEVERAL NATIONS DURING AN INTER-SESSION.

TRAVEL STUDY PROGRAMS HAVE LONG EXISTED FOR THE UNIVERSITY STUDENT. SPECIAL EDUCATION STUDY COURSES CONDUCTED BY FACULTY MEMBERS HAVE ENRICHED THE STUDENTS' UNDERSTANDING OF EUROPEAN SIGHTS. SUCH LEARN-WHILE-YOU-TRAVEL EXPERIENCES HAVE NOT BEEN AS PREVALENT FOR THE ADULT. ADULTS WERE LEFT WITH TWO OPTIONS; TRAVEL ON A COMMERCIAL, PACKAGED TOUR OR TRAVEL ON ONE'S OWN.

NOW, MORE COMMUNITY COLLEGES ARE OFFERING ADULT LEARNERS THE SAME EDUCATIONAL INSIGHTS AFFORDED THEIR YOUNGER COUNTERPARTS. USING LOCAL FACULTY AND GRANTING COLLEGE CREDIT, COMMUNITY COLLEGES FROM COAST TO COAST OFFER VARIOUS COMBINATIONS OF CLASSROOM COURSEWORK COMBINED WITH TRAVEL WITH A PURPOSE.

ONE SUCH ON-GOING EXPERIMENT IN STUDY-TRAVEL IS FOUND AT MCHENRY COUNTY COLLEGE, A SMALL RURAL PUBLIC COMMUNITY COLLEGE IN CRYSTAL LAKE, ILLINOIS, 45 MILES NORTHWEST OF CHICAGO. SINCE 1974 FACULTY FROM THE HUMANITIES, SOCIAL SCIENCES, STUDENT SERVICES, AND APPLIED SCIENCE DIVISIONS HAVE TAKEN HUNDREDS OF ADULT LEARNERS ABROAD AT LOW-COSTS. THE MOST POPULAR PROGRAM TO EUROPE INVOLVES ART STUDENTS, WHO TRAVEL UNDER LOCAL FACULTY SUPERVISION FOR THREE WEEKS BETWEEN THE END OF THE SPRING SEMESTER AND THE BEGINNING OF THE SUMMER SESSION. AGES RANGE FROM 18-70.

ITINERARIES CHANGE YEARLY. RATHER THAN UNDERTAKING A WHIRLWIND TOUR, THE COLLEGE PLANNING FACULTY CHOOSES TWO OR THREE COUNTRIES TO VISIT, THUS PROVIDING GREATER UNDERSTANDING OF THE HOST ENVIRONMENTS. IN JUNE OF THIS YEAR, STUDENTS RETURNED FROM TRAVELS IN ENGLAND, FRANCE, AND ITALY. FACULTY WHO HAVE CARRIED ON ART STUDIES IN THESE COUNTRIES ACCOMPANY THE GROUP AND LEAD SEVERAL PRE-DEPARTURE SEMINARS ON-CAMPUS BEFORE TRAVELING.

STUDENTS RETURN WITH A BETTER UNDERSTANDING OF THE EVOLUTION OF ART AND ARCHITECTURE THROUGH VISIT-LECTURES IN THE NATIONAL GALLERY AND TATE MUSEUM IN LONDON, THE LOUVRE, JEU DE PAUME, AND MODERN ART MUSEUM (BEAUBOURG) IN PARIS, THE MAEGHT FOUNDATION, THE PICASSO MUSEUM, NEAR NICE, THE PITTI PALACE AND UFFIZZI GALLERY IN FLORENCE, AND THE VATICAN MUSEUM IN ROME. COSTS ARE KEPT LOW FOR STUDENTS BY HANDLING ARRANGEMENTS DIRECTLY. THE COST OF THIS MOST RECENT THREE-WEEK PROGRAM WAS $1100 INCLUDING AIRFARE FROM CHICAGO.

UPON THEIR RETURN, STUDENTS ARE EVALUATED THROUGH PAPERS WRITTEN (FOR ART HISTORY STUDENTS) AND PORTFOLIOS OF DRAWINGS (FOR PAINTING AND DRAWING STUDENTS).

A VALUABLE EXPERIENCE IN LIVING ABROAD IS BEING RENDERED TO COMMUNITIES SERVED BY COMMUNITY AND JUNIOR COLLEGES. PEOPLE IN THOSE COMMUNITIES ARE FINDING THAT THEY CAN FILL A VOID IN THEIR LIVES BY BECOMING STUDENTS AGAIN IN A MOST EXCITING "WORLD CLASSROOM".

PHILOSOPHY OF INTER-KULTUR, OFF-CAMPUS STUDIES

INTER-KULTUR, OFF-CAMPUS STUDIES IS DIRECTED BY ILLINOIS COMMUNITY COLLEGE FACULTY. IT HAS AS ITS EXCLUSIVE PURPOSE THE PLANNING AND ORGANIZING OF OFF-CAMPUS EDUCATIONAL PROGRAMS FOR COMMUNITY COLLEGE STUDENTS, FACULTY, STAFF, AND DISTRICT RESIDENTS. INTER-KULTUR BELIEVES THAT OFF-CAMPUS EDCUATIONAL PROGRAMS, WHEN COMBINED WITH A COMMUNITY COLLEGE FACULTY'S EXPERTISE AND A WELL-PLANNED INSTRUCTIONAL CREDIT COURSE, CONSTITUTE A VITAL COMMUNITY SERVICE, BROADING UNDERSTANDING BEYOND CONVENTIONAL COLLEGE WALLS.

EACH OFF-CAMPUS PROGRAM INCLUDES LECTURES, SPECIAL RESEARCH OPPORTUNITIES, AND CONTACTS WITH PEOPLES IN REGIONS AND COUNTRIES VISITED. THESE PROGRAMS GO FAR BEYOND CONVENTIONAL TRAVEL TOURS, FOCUSING INSTEAD ON ONE AREA WITH IN-DEPTH INSIGHT INTO OTHER CULTURES. IT IS A UNIQUE CONCEPT DESIGNED FOR COLLEGE-AGE AND ADULT LEARNERS. PARTICIPANTS USUUALLY RANGE IN AGE FROM 18 TO 70 ON OUR OFF-CAMPUS PROGRAMS.

FOR FURTHER INFORMATION ON OFF-CAMPUS STUDY PROGRAMS AND FOR EXAMPLES OF PROGRAMS BEING PLANNED, WRITE:

ERWIN C. CORNELIUS
MCHENRY COUNTY COLLEGE
CRYSTAL LAKE, IL. 60014

OR TELEPHONE:

INTER-KULTUR, OFF-CAMPUS STUDIES
(312/831-3897

ERWIN C. CORNELIUS HAS TAUGHT IN THE HUMANITIES, SOCIAL SCIENCE, AND ADULT EDUCATION DIVISIONS AT MCHENRY COUNTY COLLEGE SINCE THAT COLLEGE OPENED IN 1968. MR. CORNELIUS TEACHES INTERNATIONAL RELATIONS, FRENCH, GERMAN, AND TRAVEL AND TOURISM. HE IS DIRECTOR FOR INTER-KULTUR, OFF-CAMPUS STUDIES, A COMMUNITY COLLEGE FACULTY RUN COMPANY TO ASSIST FACULTY IN COMMUNITY COLLEGES PLAN EDUCATIONAL PROGRAMS ABROAD IN CONJUNCTION WITH AN ON-CAMPUS COURSE OF STUDY.

A TEN STEP PROGRAM FOR INTEGRATING INTERNATIONAL STUDIES AND EDUCATIONAL TRAVEL ABROAD

1. Contact Inter-Kultur or a similar community college faculty run organization specializing in off-campus study programs to help you plan and execute a successful program for community college students and district residents. Planning of an itinerary should begin about 10-12 months before departure.
2. A community college faculty member must have a commitment to undertake the challenge of organizing the on-campus and off-campus activities. If no faculty member is motivated to assume coordination of the program at his college, it is unlikely that the remainder of the steps below can be put into action.
3. A new college course in International Studies needs to be offered, singling out as possible enrollees those students who will be traveling on the abroad program. Of course an even wider college and community enrollment should be encouraged. The course, similar to the outline attached, is best offered during the Spring Semester. The course should emphasize those regions where the abroad program will travel. (e.g., Western Europe).
4. Begin recruiting students, faculty, and community residents to both your new course and off-campus travel program. Print materials on both your international studies program on-campus and your off-campus itinerary.
5. Hold informational seminars before fraternal, business, and social organizations in your district to stress the importance of international awareness in your district. Run a feature article on the new course and Abroad Program in the local media and, if possible, in the Spring Semester course schedule mailed to all homes in the district.

6. USE THE FORMAT OF THE COURSE, INTRODUCTION TO INTERNATIONAL STUDIES IN THE SPRING SEMESTER TO CONCENTRATE ON THE ART, HISTORY, POLITICS, EDUCATION, OR CURRENT EVENTS OF THE COUNTRIES YOU WILL BE VISITING. ONE POSSIBILITY WOULD INCORPORATE AN INTERNATIONAL DAILY NEWSPAPER SUCH AS THE CHRISTIAN SCIENCE MONITOR (AVAILABLE BY BULK SUBSCRIPTION) AS A BASIS FOR CLASS DISCUSSION; ANOTHER IDEA WOULD BE TO INCORPORATE THE CIVILIZATION SERIES AVAILABLE IN CASSETTE (VHS OR BETA) FROM MANY PUBLIC LIBRARIES. OBVIOUSLY, ONCE YOU HAVE LED YOUR GROUP ON AN OFF-CAMPUS ITINERARY YOU WILL HAVE MATERIALS COLLECTED ON YOUR TRIP TO INCORPORATE INTO YOUR COURSE THE NEXT SPRING.
7. STRESS THAT UNDERGRADUATE CREDIT IS EARNED THROUGH YOUR COLLEGE, AND THAT GRADUATE CREDIT IS AVAILABLE FROM UNIVERSITIES FOR THOSE, SUCH AS YOUR OWN COLLEAGUES AND YOURSELF, WHO ARE INTERESTED IN ADVANCED PLACEMENT CREDIT UNDER YOUR COLLEGE'S SALARY SCHEDULE.
8. DEVELOP AN INDEPENDENT STUDY 150 COURSE TO BE USED AS A VEHICLE FOR AWARDING UNDERGRADUATE CREDIT AT YOUR INSTITUTION ON THE OFF-CAMPUS PROGRAM. USUALLY FOUR SEMESTER HOURS CAN BE AWARDED FOR A 3 WEEK PROGRAM ABROAD. DISTRIBUTE THE COURSE SYLLABUS, READING LISTS, COURSE OBJECTIVES, AND COURSE EVALUATION REQUIREMENTS TO THE ENROLLED PARTICIPANTS.
9. DURING THE MONTH PRIOR TO THE BEGINNING OF YOUR ABROAD PROGRAM, HOLD SEVERAL PRE-DEPARTURE SEMINARS TO ACQUAINT YOUR OFF-CAMPUS PARTICIPANTS WITH VITAL INFORMATION (MEDICAL AND OTHER INSURANCE, PASSPORTS, PACKING, CLIMATE). INVITE INTER-KULTUR FACULTY OR FACULTY FROM OTHER COLLEGE WHO HAVE TAKEN GROUPS ABROAD TO SPEAK AT ONE OR MORE OF THE PRE-DEPARTURE SEMINARS.
10. AFTER YOU RETURN WITH YOUR GROUP, CONDUCT AN EVALUATION OF THE OFF-CAMPUS TRAVEL PROGRAM TO DETERMINE IMPROVEMENTS NEEDED AND POSSIBLE NEW CITIES, COUNTRIES, OR AREAS TO INCLUDE IN NEXT YEAR'S ABROAD PROGRAM.

McHENRY COUNTY COLLEGE

DATE September

DIVISION Social Science

DEPARTMENT International Studies

PROPOSED BY Erwin Cornelius

PROPOSED FOR Spring

SEMESTER, 19 _____

COURSE TITLE INS 151 Topics in International Studies

RECOMMENDED CLASS MAX. SIZE 75

PREREQUISITE none

DEGREE OR PROGRAM RELATIONSHIP Elective within Social Science

CATALOG DESCRIPTION: A multi-disciplined course designed to make students aware of Western Culture and its international heritage and the traditions that make up that heritage and to help students transcend their own cultural limits and participate in the experiences of other cultures.

Western Culture will be a constant in the subject matter and will serve as the "touch stone" against which other cultures will be compared. The non-Western culture may vary from semester to semester as will the elements of the culture being investigated.

Repeatable to a maximum of six hours.

VARIABLE CREDIT No

CAN COURSE BE REPEATED FOR ACCUMULATED CREDIT? yes No. of Times _____

CREDIT HOURS 3 to a maximum of 6

CLASSROOM HOURS 3

LABORATORY HOURS 0

I. Course Objectives (number for reference).

A. Cognitive (knowledge and analytical techniques).

1. Help students learn about other cultures in contemporary international society.
2. Develop the students' understanding of world issues such as the international economy, the energy crisis, food shortages, urbanization and industrialization.
3. Foster the student's understanding of his potential role as an active citizen of the world through participation in travel programs, work in international businesses, and activities in international community groups.
4. Help students learn about the expanding volume of world-wide human activities with attendant implications for future employment prospects in international fields.
5. Help students develop a knowledge of the multi-cultural environment of the Greater Chicago metropolitan area through field trips and guest lectures.

B. Affective (attitudes created or changed).

1. Encourage merican students to develop a feeling for the unique aspects of cultures other than their own from varied historical and demographic perspectives.
2. Help students develop an awareness of the increasing similarity of man kind's social behaviors and institutions.
3. Help students develop a sensitivity for the increasing internationalization of social issues.
4. Help students become conscious of the part played by their community in the world and the part played by the world in their community.
5.
6.

C. Manipulative (manual skills).

1.
2.
3.
4.
5.
6.

WEEKLY TOPICAL OUTLINE: SPRING SEMESTER, 1982

1. THE ANGLO-SAXON CONTRIBUTION
   A. GREAT BRITAIN IN 20TH CENTURY WORLD AFFAIRS
   B. BRITAIN'S CONTEMPORARY ROLE IN DEVELOPING A UNITED EUROPE
   C. THE VARIED DEMOGRAPHICS OF GREAT BRITAIN
2. THE FRENCH CONTRIBUTION
   A. FRANCE'S POLITICAL ROLE - PAST GLORIES
   B. FRANCE'S CONTEMPORARY CONTRIBUTIONS IN EUROPE
   C. THE VARIED DEMOGRAPHICS OF FRANCE
3. THE SPANISH CULTURE IN REVIVAL
   A. SPAIN'S ANTAGONISTIC ROYAL AND FASCIST CHARACTER
   B. SECTIONAL DIVERSITY: BASQUES, CASTILIANS AND CATALANS
   C. SPANISH REVIVAL SINCE FRANCO
   D. THE VARIED DEMOGRAPHICS OF SPAIN
4. THE VARIETY OF ITALY'S ROLE IN EUROPEAN AFFAIRS
   A. ITALY'S ROLE IN EUROPEAN AFFAIRS SINCE UNIFICATION
   B. MAJOR CONTRIBUTIONS OF ITALY FROM A CONTEMPORARY PERSPECTIVE
   C. THE VARIED DEMOGRAPHICS OF ITALY
5. THE GERMANIC INFLUENCE IN EUROPEAN HISTORY: WEST GERMANY, AUSTRIA, SWITZERLAND
   A. IMPORTANCE ON GERMANIC PEOPLES IN THE DEVELOPMENT OF EUROPE
   B. INDIVIDUAL CONTRIBUTIONS IN WORLD AFFAIRS OF GERMANY, AUSTRIA AND SWITZERLAND SINCE GERMAN UNIFICATION IN 1870.
   C. THE VARIED DEMOGRAPHICS OF GERMANIC AREAS.

OUTLINE CONTINUED

6. THE BENELUX - CONTRIBUTIONS ON BELGIUM, THE NETHERLANDS, AND LUXEMBOURG:
   A. THE BENELUX IN 20TH CENTURY EUROPEAN AFFAIRS - POLITICAL AND ECONOMIC CENTERS
   B. INDIVIDUAL DEVELOPMENT OF BELGIANS, DUTCH, AND LUXEMBOURGERS IN AN INTEGRATED EUROPE SINCE 1958 (THE EUROPEAN ECONOMIC COMMUNITY)
   C. THE VARIED DEMOGRAPHICS OF THE BENELUX